

Travel Brochure

Investigating Weather Systems

- Lesson 9, Weather or Not Travel Agency (Teacher's Guide pages 157 - 163)

Note: Students do not have to create the travel brochure to use this assessment tool.

Assessment:

- Students utilize science notebook data to relate weather investigations to the location chosen for their travel brochure.

Procedure :

Students choose a "spot on the map" for a travel brochure. What is unique about that location? Why is it a travel destination? Tall mountains for hiking, skiing or snowboarding? Large body of water for sailing, snorkeling or fishing?

Students match the information recorded in their science notebooks about elevation, latitude, wind direction, bodies of water, seasons and more, to the travel location they are researching. Destination, Everest base camp? Elevation is something to think about. A beach on a tropical island? Might want to think latitude and large body of water. It's a hunt for evidence that will explain the weather at their "spot on the map".

- ▶ Column #1 Students look through their science notebook and identify factors that affect weather.
- ▶ Column #2 Students find evidence that helps explain how weather is affected.
- ▶ Column #3 Students relate that weather condition to the location they have chosen to research.

GRADE 5 GOAL 3 - Investigating Weather Systems

SCORE	CRITERIA	STUDENT SCORE	NOTES
4▶	<ul style="list-style-type: none"> ▶ Responses show clarity and depth of understanding. ▶ Easily utilizes science notebook for response sheet criteria ▶ Uses correct, well thought out vocabulary to communicate ideas ▶ Student response sheet includes most of the weather considerations studied and includes additional data from travel location research 		
3▶	<ul style="list-style-type: none"> ▶ Responses show understanding of the concept ▶ Easily utilizes science notebook for response sheet criteria ▶ Uses reasonable vocabulary to communicate ideas ▶ Accurately relates weather concepts to travel location 		
2▶	<ul style="list-style-type: none"> ▶ Answers to questions and thought processes show some understanding, even though concepts are not always to the point ▶ Attempts to utilize science notebook 		
1▶	<ul style="list-style-type: none"> ▶ Contributes little to class discussion ▶ Student response sheet is very limited 		

